

# PERUSAL SCRIPT



**Newport, Maine**

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## **SEARCHING FOR SPARKS**

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## **CAST REQUIREMENTS:**

There are 32 speaking roles, plus optional non-speaking chorus members. Players can double and triple up on roles, for a suggested minimum cast of 12. Flint, Cindy, and Ray should not double up. Most roles are gender neutral (e), 2 roles are written as male (m) and 2 as female (f).

**PRINCIPAL CAST:** (20-150 lines)

**Flint** (m) – the New Kid, a Sparkless Malcontent.

**Cindy** (f) – a Type-A Bookworm.

**Ray/Rae** (e) – a Clowning Rhymer.

**Jamie** (e) – a Music Enthusiast.

**Sam** (e) – a Recycling Warden.

**Andi/Andy** (e) – a Volunteer Coordinator.

**Danny/Dana** (e) – a Hockey Goalie.

**Bernie/Bernice** (e) – a Hockey Arena Owner and Custodian.

**Mindy** (f) – Cindy’s Nemesis.

**SMALLER ROLES:** (1-10 lines)

4 (e) – Music Kids (Composer, Piano Player, 2 Silly Singers)

5 (e) – Recycling Kids (3 Bin Wardens, 2 Recyclers)

2 (e) – Donator Kids

3 (e) – Cart Kids

5 (e) – Hockey Kids

Ray’s Grandma/pa (e)

Referee (e)

Bus Driver (e)

**OPTIONAL CHORUS:** 5-25 Ensemble members per scene (*no lines*)

-Scene 1: Bus Kids (*With Sparks Items*)

-Scene 2: Music Students.

-Scene 3: Kids Eating Lunch.

-Scene 4: Kids Donating and Volunteering.

-Scene 5: Hockey Fans

-Scene 7: Sparks Kids (*with items*)

## **SETS/TECHNICAL:**

Bus Stop, School Classrooms, Lunchroom, Hockey Rink, Projector and Screen (optional).

## **RUN TIME:**

About 50 minutes

## **MUSICAL NUMBERS**

### ***MUSICAL # -- OPTIONAL OVERTURE***

Scene 1 -- The Bus To School

**#1 -- WE ALL HAVE SPARKS -- *Company***

Scene 2 -- The Music Room

**#2 -- THE MUSIC INSIDE OF ME -- *Jamie & Music Kids***

Scene 3 -- The Cafeteria

**#3 -- BEFORE YOU TRASH IT, THINK ABOUT THE BASKET -- *Sam & Recycling Kids***

Scene 4 -- After School

**#4 -- YOU CAN DO FOR THEM -- *Andi & Donator/Volunteer Kids***

Scene 5 -- The Hockey Game

**#5 -- PUT ME IN, I'M READY TO PLAY! -- *Danny and Hockey Team***

Scene 6 -- Hockey Rink after the game

**#6 -- YOU'RE A STORYTELLER -- *Bernie & Flint***

Scene 7 -- Sparks News Channel

**#7 -- WE ALL HAVE SPARKS -- *Company***

**SEARCHING FOR SPARKS** by Dean Olivet Cast: 2 M, 2 F, 28 flexible, opt. extras (Doubling: 1 M, 1 F, 10 flex) Performance Time: Approximately 50 minutes. Flint is a boy who can't find his "Spark"; Cindy is a girl who will stop at nothing to help him find it. With the help of a musician, a class clown, an environmentalist, a brainiac, a volunteer, a hockey player, and a wise old janitor, Cindy finds out that Sparks aren't always what she thought they had to be, and Flint discovers that sometimes the best time to find your Spark is when you aren't looking for it. Written to appeal to audiences of all ages, this musical, inspired by the work of Peter Benson, and his "Sparks" curriculum used in the classrooms at Highlands, and elsewhere, is perfect for later elementary and middle school classrooms, there's a part for everyone to play! The intent of the original book was "How parents can help ignite the HIDDEN STRENGTHS of teenagers [or students]." Features 7 original songs. Originally commissioned and produced at Highlands Elementary in Edina, Minnesota. **ORDER #3212.**

**DEAN OLIVET** -- received a Music BA in Duluth around 2003. These days he teaches a lot of guitar and banjo lessons, and take care of his baby girl, Rosemary. He once directed a production of "The Fantasticks", and shaved a bald spot in his head to play Stephen Spettigue in "Charley's Aunt." He has a French Horn Trophy, a Jug Band Trophy, a plaque that reads "Best Musical Act at the Minnesota Renaissance Festival", and a deck of cards from when he played guitar for Minneapolis Musical Theatre's production of "Tommy". There're five records out there with his music on them. He has done some other things and will do more.

**PROPS:**

Backpacks for the Leads

iPad for Flint

Smartphone for Ray

Blue Gum for Ray

Cindy's Books, 2 regular, 1 very large

Sparks Items from Bus Crates.

Music Kids' Musical Instruments

Ray's Food Wad

Sparks List

Labeled Lunch Bins

Plastic foodstuffs and trash.

Labeled Donation Boxes.

Mindy's Fine Art Soaps

Donator X's Hairdryer and Alarm Clock

Papers

Cart or wagon with blanket over it, large enough to conceal 3 kids.

Hockey gear

Janitorial supplies

Grandma's Cane

Grandma's Bunny Cumberbund

# Searching for Sparks

A Musical in Seven Vignettes

## **MUSICAL # -- OPTIONAL OVERTURE**

*(Play “We All Have Sparks” without vocals for an optional Instrumental Overture. Blackout.)*

**SCENE #1 -- The Bus to School --** *FLINT is waiting at a Bus Stop, playing with his iPad. RAY strolls on, gum in mouth, playing with his iPad.*

**RAY:** Hiya new kid, what’s happening?

**FLINT:** Hey.

**RAY:** ‘Hey?’ That’s it, that’s all? Well that’s not really enough.

**FLINT:** Enough for what?

**RAY:** *(presses the wrong thing)*. Oh dang ... I hate it when I do that.

**FLINT:** What are you doing?

**RAY** *(Scrolling)*. ‘You doing’, ‘you doing’ ... I’m just, ‘you-viewing.’

**FLINT:** O...kay.

**RAY:** Ooo!

*(gets gum from his mouth)*

Now, I’m blue-chewing, see—cause it’s blue. Or, it used to be blue anyway.

**FLINT:** Berry?

**RAY:** Ooo! Ooo! And next, check this out...

*(attempts to blow a bubble)*

I’m ‘blue-blewing’.

**FLINT:** Blewing—you mean ‘blowing’, blowing a bubble.

**RAY:** Nope, ‘blue-blewing’—it’s gotta rhyme!

**FLINT:** Oh.

**RAY:** *(makes a suggestive grabby motion at FLINT’s device)* Hey, can I see what you got on yours?

**FLINT:** No! I’m not supposed to let anyone. If something happens to it I’m dead.

**RAY:** Oh yeah. Me too, dead as a... head, dead as a severed head. Actually that’s gross, how about dead as lead?  
... Got any games?

**FLINT:** *(puts it away in his bag)*. No, it’s not for games, just school.

**RAY:** Oh,

*(RAY offers a piece of gum)*

Hey, want some?

**FLINT:** Sure.

*(CINDY arrives.)*

**CINDY:** Hello, Ray. Who’s our new friend?

**RAY:** I dunno—some kid.

**CINDY:** Honestly, Ray, you can be so... “im-pew-dental” at times.

*(RAY looks up from his smart phone to exchange a look with FLINT. CINDY extends her hand.)*

Hello; I'm Cindy. I'm pleased to make your acquaintance.

**FLINT:** I'm Flint.

**RAY:** Acquaintance, acquaintance, 'Ah-koo' —Man! How in the heck am I supposed to get a rhyme out of that?

**CINDY:** *(to RAY).* Excuse me.  
*(To FLINT)*

You must be new—may I ask then: are you new to town, or just new to school?

**FLINT:** We moved.

**CINDY:** Oh, from where did you move?

**FLINT:** Phoenix.

**FLINT:** ... I don't wanna talk about it really.

**CINDY:** Oh ... You know, I read a book once where the heroine of the story had to move—against her will of course. But then, on her arrival, she was swept up in an adventure, and ended up solving a crime that had been plaguing her new community for an entire year!

**RAY:** Ooo! Do you need a Kleenex, kid from Phoenix?

**FLINT:** No, I don't need a Kleenex. Why would I need a Kleenex?

**CINDY:** Oh, don't mind Ray. He's just tinkering with his computer rhyming application. He's always got some new application or another.

**RAY:** 'App.'

**CINDY:** Excuse me?

**RAY:** You can just say "app", or, snap, lap, gap, rap, tap, thunderclap, bubblewrap—

**FLINT:** Um, look, I just—could you guys just like, be quiet for a little?

**CINDY:** Oh, don't worry Flint. Ray will have found something new in a week. They're not always... feckless, his applications. Sometimes his applications can be quite 'prep-eh-choo-us.'

**RAY:** Gesundheit.

*(As RAY says this, an invisible bus comes with people in it. KIDS come in carrying crates or boxes behind them and then sit down on them in bus rows. Three extra crates are brought for CINDY, RAY, and FLINT to sit on.)*

**BUS DRIVER:** Good morning Ray, Cindy *(checks a schedule chart)* and, you must be Flint.

**CINDY:** Yes, Flint is from Phoenix.

**BUS DRIVER:** Is he?

*(FLINT brushes past them and takes the first seat he sees. RAY sits in the row behind him.)*

**CINDY** *(Pauses to smile. Then shows a book to the driver.)* I've finished!

**BUS DRIVER:** Already?

**CINDY:** Uh-huh. And I'm just about done with this one as well...

*(shows another book)*

And then, I'll be starting this one...

*(pulls another extremely large book out of her pack)*

**BUS DRIVER:** Oh my, you'll be driving yourself to school before you're finished with that book!

**CINDY:** Ha-Ha. I'll have it finished before the break. You'll see.

*(BUS DRIVER laughs, CINDY takes her seat with FLINT. Then, all the kids bounce slightly up*

*and down to simulate motion. BUS DRIVER can make a bus noise if desired. Throughout the scene, KIDS may pantomime bus-type behavior.)*

**CINDY:** So, do you like our Bus Driver? She's one of my "Sparks Champions." I inquired for her to be my Spark Champion as soon as I learned of Spark Champions. Don't you think it's a good idea to ask a Bus Driver to be a Spark Champion?

**FLINT:** I guess.

**CINDY:** It's 'for-two-it-us', that means it's fortunate—because I see her frequently, that means all the time, and you know, it's not optimal to only have your teacher or parent Champion your Spark. It's better when you can find someone who isn't required by the Law.

*(FLINT ignores her for a bit.)*

So... what's your Spark?

**FLINT** *(mumbles)*. I dunno.

**CINDY:** Excuse me, I'm sorry, what was that?

**FLINT:** I don't know what you mean.

**CINDY:** You don't know what I mean? You don't know about Sparks?

**FLINT:** So?

**CINDY** *(Gasps)*. You don't know what your Spark is! Really!

**FLINT:** No, so what? I'm not stupid.

**CINDY:** Sparks aren't about being—oh you shouldn't say 'stupid', that's not a polite word—anyway, Sparks aren't about being ignorant or educated. Sparks have to do with what makes you -want- to become smart or educated, or 'ear-you-dite,' which means educated, in the first place.

**RAY:** *(Leaning forward)*. Hey, I'm dite, waaay dite.

**CINDY:** What? No Ray, it's not 'are-you-dite,' it's: 'ear-you-dite.'

**RAY:** I know, and I am. I'm bright-as-a-white-light, height-of-a-kite—dite.

**CINDY:** Ray, you can't be 'dite,' it's not a word.

**RAY:** Yeah it is. I'm totally dite.

**BUS DRIVER:** Stay seated back there, please.

**CINDY:** *(forceful sigh at RAY)*. Excuse me, I was about to talk about my Spark. *(Back to FLINT)* Do you want to know what my spark is?

**FLINT:** Not really.

**CINDY:** My spark is Reading, I've even read a book about Sparks! I've read all about why it's good for all students to find their Sparks.

**FLINT:** Mmm... I dunno, sounds kinda silly.

**CINDY:** Silly! What? You call finding your life's purpose silly? You call years of research silly? Passion, Heart, Soul, being focused, you call that silly?

**FLINT:** Well, what's his spark then?

**RAY:** My Spark is being dite.

**CINDY:** No it's not, it's not something to joke—

**RAY:** Okay, my really real Spark is rhyming.

**CINDY:** Ray, you can't have just rhyming be your spark; it has to be put to use in something, like poetry or music. Plus, you can't cheat with technology. I don't use a vocabulary computer application. I read; I use my

Spark.

**RAY:** Oh, Okay.

*(RAY monkeys with his smart phone and puts it up to CINDY's mouth.)*

**CINDY:** What are you doing?

**RAY:** Keep talking with your spark vocabulary. I'm going back to "Voice Recognition" for my Spark.

**CINDY** *(Sighs)*. That isn't a Spark either. Apps are not Sparks. I have the list if you want to see.

*(CINDY shuffles in her bag for a list of Sparks.)*

**RAY:** Ooo, what if... what if you could try and combine them, combine Sparks. Here, say some more vocabulary stuff! I'm going make a voice-vocabulary-rhyming-recognizer... thingy! Is combining things a Spark?

**CINDY:** *(Checking the list)*. Oh, well, maybe, I'm not sure, but you'd have to combine things on the list I think.

**RAY:** I still don't get it.

**CINDY:** You guys...

*(KIDS pull out items from their crates indicative of what their different Sparks are, highlighting Flint's lack of a Spark.)*

### ***MUSICAL #1 -- We All Have Sparks***

**CINDY:**

WHEN YOU DON'T KNOW WHAT YOUR SPARK IS,  
LIFE CAN BE DULL AND LIFE CAN BE DARK,  
YOUR FACE WEARS A FROWN AND THE DUMPS IS WHERE YOU'RE DOWN,  
ALL FOR THE LACK OF A SPARK!

**ALL:**

CAUSE WE ALL HAVE SPARKS THAT CAN MAKE A FLAME  
WHAT KIND OF SPARK FITS YOU? WHAT'S YOUR SPARK?  
IT'S NOT THE CLOTHES YOU WEAR, YOUR HAIR, YOUR SMELL, YOUR VOICE OR YOUR  
NAME,  
A SPARK IS WHAT YOU FEEL YOU HAVE TO DO,  
TO BE YOU.

**RAY.**

THE PRETTY COOL THING ABOUT A SPARK IS,  
IT HELPS YOU TRAVEL TO WHERE YOU WANT TO GO.  
AND IT HELPS YOU UNRAVEL WHERE IT IS YOU WANT TO GO  
IN THE FIRST PLACE, AND EVERY OTHER PLACE!

**ALL:**

CAUSE WE ALL HAVE SPARKS THAT CAN MAKE A FLAME  
WHAT KIND OF SPARK FITS YOU? WHAT'S YOUR SPARK?

IT'S NOT THE CLOTHES YOU WEAR, YOUR HAIR, YOUR SMELL, YOUR VOICE OR YOUR NAME,  
A SPARK IS WHAT YOU FEEL YOU HAVE TO DO,  
TO BE YOU.

**CINDY:**

IF YOU'RE STILL NOT SURE WHAT I'M TALKING ABOUT,  
IF YOU STILL HAVE QUESTIONS—ABOUT SPARKS,  
JUST STICK WITH ME AND SOON YOU'LL SEE  
YOUR QUESTIONS TURN INTO EXCLAMATION MARKS!

**ALL:**

CAUSE WE ALL HAVE SPARKS THAT CAN MAKE A FLAME  
WHAT KIND OF SPARK FITS YOU? WHAT'S YOUR SPARK?  
IT'S NOT THE CLOTHES YOU WEAR, YOUR HAIR, YOUR SMELL, YOUR VOICE OR YOUR NAME,  
A SPARK IS WHAT YOU FEEL YOU HAVE TO DO,  
TO BE YOU.

**CINDY:** So, now do you see why Sparks are so important Flint?

**FLINT:** I guess...

**CINDY:** Don't worry Flint, we'll find out what your Spark is. I'll help you. I'll bet we'll find it by the end of the day.

*(End scene. Transition music = instrumental from previous or next song.)*

**SCENE #2 -- The Music Room --** *CINDY is dragging FLINT down the aisle by the arm. RAY is tagging along.*

**FLINT:** I'm gonna be late.

**CINDY:** Oh, you won't be late, we still have plenty of time before the bell!

**FLINT:** But it's my first day!

**CINDY:** Best day to start looking for your spark!

**FLINT:** Fine, whatever.

**CINDY:** Jamie—she's one of my best friends—she's rehearsing in the music room. We're going to observe.

**RAY:** Cool.

**CINDY** *(gives RAY a severe look).* Ray?

**RAY:** What?

**CINDY:** Be polite.

**RAY:** Dite-polite—the dite are always Polite.

**FLINT:** But, won't that be like, awkward?

**CINDY:** What? What would be ‘awkward’?

**FLINT:** I don’t want to interrupt people.

**CINDY:** Oh, don’t worry about that! Jamie and her friends love to perform! Their Spark is making Music.  
*(Curtain opens on the music room, where KIDS are having a practice, playing the end of a stanza from the upcoming song.)*

**JAMIE:** Alright you guys, that was so great! And we’ve got 20 minutes left to get it even better! Oh, hey Cindy!

**CINDY:** Hello Jamie! This is Flint, he’s new to our school.

**RAY:** He’s from Phoenix and he doesn’t need a Kleenex.

**CINDY:** He doesn’t know what his Spark is yet, so I’m trying to explain it to him, about Sparks, and help him find his. May we watch your rehearsal?

**JAMIE:** Sure! We’re so excited to play for class today, how about we play for you as a warm-up!

**FLINT:** Uh, OK.

**JAMIE:** I’m a Flute player  
*(or other instrument, depending on the kid cast)*

I practice 10 hours a week.

**CINDY:** You see Flint, a Spark is what gives you joy and energy—talk about that, will you Jamie?

**JAMIE:** Oh, well... I love the sounds that I can make, and how I express my feelings through the music. And, I love making music with friends too! And, I guess that’s what makes me have energy.

**MUSIC KID 1:** Hey new kid. Do you play anything? Guitar? Recorder? You could play with us.

**FLINT:** I really don’t play any instruments.

**MUSIC KID 1:** Oh, well I play piano.

**MUSIC KID 2:** Me too! And—I even wrote the song even. But I’m conducting instead, since there’s only one piano.

**MUSIC KID 1:** *(refers to other kids).* These guys are playing the instruments, and these guys are singing. How about, you can sing with them maybe.

**FLINT:** I don’t sing.

**MUSIC KID 2:** It’s a new, original song called “My New Original Song.” I write songs and my Spark is Composing. I’ve composed three songs in fact.

**MUSIC KID 1:** Well your Spark sure isn’t making up names, “New Original Song’s” not really a good title. What about: “The Music Inside Me”, like it says? What do you guys think?

**MUSIC KID 3:** That sounds corny, what about “Etude number 3,001,234 in F-Flat Minor?”

**MUSIC KID 4:** *(singing in a silly way).* I love it! It’s beautiful!

**MUSIC KID 1:** Well, whatever. I don’t care what its name is; I just like the piano part.

**MUSIC KID 2:** Oh, thank you.

**MUSIC KID 4:** *(singing in a silly way).* Etude number three million and a thousand...and, um...num-bers!

**JAMIE:** You guys it’s in C Major, not F-Flat major, and it’s her third etude, not millionth. What about “Music Inside Me, inside C Major, Opus #3.”

**MUSIC KID 3:** I think it says everything about how music is the best part of who we are—inside!

**FLINT:** *(aside to RAY).* Jeez, is everyone here like this?

**RAY:** Like what?

**FLINT:** Like all...hyper.

**CINDY:** What are you talking about! We're just PASSIONATE—passionate about Sparks. And by the end of the day, you'll be, too! You'll see!

**JAMIE:** Ok, everyone ready?

**MUSICIANS:** Yup/We're ready/Let's do this.

**MUSIC KID 2:** Alright guys, from the top.

*(Waves baton)*

1, 2, 3, 4:

***MUSICAL #2 -- Music Inside of Me***

**SOLO SINGER:**

IF MUSIC BE THE FOOD OF LOVE,  
SING ON, THE SONG, SING ON.  
WE SING THE SONG, THAT'S IN OUR HEARTS,  
TO FIND WHERE WE BELONG.

**ALL:**

I HAVE THE MUSIC INSIDE OF ME,  
BEAUTIFUL MELODIES EXPRESSING MY ART.  
I HAVE THE MUSIC INSIDE OF ME,  
NOW IT IS BREAKING FREE, THE SONG THAT'S IN MY HEART.

**SOLO SINGER:**

MUSIC IS A LANGUAGE THAT SPEAKS TO THE SOUL.  
IT SPEAKS TO ME SO I CAN SPEAK TO YOU,  
IT HELPS TO MAKE US WHOLE.

**ALL:**

I HAVE THE MUSIC INSIDE OF ME,  
BEAUTIFUL MELODIES EXPRESSING MY ART.  
I HAVE THE MUSIC INSIDE OF ME,  
NOW IT IS BREAKING FREE, THE SONG THAT'S IN MY HEART.

**JAMIE:** *(To FLINT)* Did you like it?

**FLINT:** Well, we didn't have too much music at my old school.

**JAMIE:** So you liked it though?

**FLINT:** Um, yeah, I liked it.

*(MUSIC KIDS, who were hanging on his answer, congratulate themselves in amusing ways.)*

**CINDY:** See? Aren't Sparks Amazing? All these kids work super hard because they love it!

**JAMIE:** Yeah! It doesn't even feel like work. It's just fun! Oh man, we're going to play so great today! One

more practice run everyone? Practice makes perfect!

**MUSIC KID 1:** Scales are fun to practice! Check this out:

*(MUSIC KID 1 plays a fast scale on the piano or keyboard, or maybe just a finger roll up and down.)*

**MUSIC KID 2:** Show off...

*(MUSIC KID 4, not to be outdone, starts to sing a silly scale and MUSIC KID 3 competes.)*

**JAMIE:** You guys! Knock it off!

**CINDY:** *(Laughs approvingly)*. Bye everyone, good luck!

**ALL:** Bye/ See-ya /Thanks for listening...

*(Curtain closes on music room.)*

**CINDY:** So, what do you think? Is music your spark? Aren't you just dying to start playing an instrument, or start singing along?

*(FLINT grunts, he's writing on his iPad.)*

**CINDY:** Flint! What did you think? Is music your Spark?

**FLINT:** Mmm, nah. I mean, I like listening to music on the radio and stuff, but that's about it.

**CINDY:** *(sighs)*. Okay, well, let's just go to class. I'll find you at lunch. This day is far from over! There are so many Sparks to see!

**FLINT:** Yeah, K, see ya.

*(End scene. Transition music.)*

**SCENE #3 -- The Cafeteria --** *Scene opens on kids eating lunch. CINDY finds FLINT, who is hiding between some of his new classmates.*

**CINDY:** Flint! There you are! Here, *(hands FLINT a piece of paper, which he doesn't take)* I've printed out a copy of the list for you, with all the known Sparks!

**FLINT:** Listen, I already got lots of homework to catch up on, and—

**RAY** *(coming over, RAY presents a wad of bunched up food)*. Lunch-time, Crunch-time, I gotta hunch—Flint needs munch-time.

**CINDY:** Gross, what is that!

**RAY:** Dite kids are Bite-Kids—One-Bite-Kids. Check it out.

*(RAY shoves the whole food-wad in his mouth at once. Some KIDS clap. FLINT finishes, gets up, and walks over to the trash area where KIDS with matching t-shirts stand near several trash bins with posters labeling the bins: trash, organics, terra-cycle, and recycle.)*

**SAM:** Hey! What do you think you're doing?

**FLINT:** What?

**SAM:** What is that?

**FLINT:** It's trash.

**SAM:** I know it's trash, but what kind of trash?

**FLINT:** Trash! It's a tuna sandwich. I'm not hungry anymore! Ah! What's wrong with this school!

**LUNCH KID 1:** I think he was going to just trash it, Sam!

**SAM:** Listen kid, don't you know?

**FLINT:** What?

**SAM:** The motto?

*(RAY and CINDY come over.)*

**RAY:** The Motto—it rhymes!

**FLINT:** Oh geez...

**RAY:** “Before you trash it, think about the basket!”

**FLINT:** That rhymes?

**RAY:** Well, you wouldn't think so, but it does, here I'll show you...

*(RAY starts to play on his smart phone.)*

**SAM:** That's not the point! The point is “THINK before you THROW!”

**RAY:** Think before you Clink! Well, at least the metal and glass clinks.

**FLINT:** What? Look, I just wanna throw my lunch away.

**SAM:** You can't just “throw it away.” We have a recycling program here. Did you know that almost all of your lunch can be divided into these other containers, and not sent to the landfill?

*(The LUNCH KIDS sound off, holding up signs.)*

**LUNCH KID 1:** Organics!

**LUNCH KID 2:** Recyclables!

**LUNCH KID 3:** Waste Products!

**SAM:** Let's see, your sandwich can go in organics.

**LUNCH KID 1:** Mine!

**SAM:** Your bag goes in there too, just brown paper right?

**LUNCH KID 2:** What else is in there, kid?

**LUNCH KID 3:** Hope it's nothing for me! Except saran-wrap! I know it's plastic, but for the love of all that's holy and good in this world—don't throw it in the plastics recycling!

**CINDY:** Protecting the environment is Sam's Spark, maybe you could help!

**SAM:** Yeah, we should all think about how we can protect the Environment!

**FLINT:** Throwing stuff in bins—that's a Spark?

**SAM:** It's not just that! We divide our trash into different containers to help our planet.

**LUNCH KIDS.** Yeah/Yup/That's like the globe on the thing, but real, and there's no words on it.

**CINDY:** Hmm... Sam, why don't you tell Flint about why you're passionate about our school's recycling program.

**SAM:** Well, I just feel good knowing that I'm making the planet better, better for...for future generations, for our children!

**LUNCH KID 2:** Yeah, for Children!

**LUNCH KID 1:** We are children.

**LUNCH KID 2:** Yeah, we're kids already, for us!

**LUNCH KID 3:** What? These bins aren't for Children! You can't even fit inside them—all the way at least.

**LUNCH KID 2:** What? Yeah you can, I can fit!

**LUNCH KID 1:** Well, you're smaller than most.

**FLINT:** Look, Okay—that’s fine, but please just tell me how it goes so I can get on with my day, alright?

**LUNCH KID 2:** Do you have any plastic, an aluminum can, maybe?

**FLINT:** My drink was plastic, here.

**LUNCH KID 2:** Great! By recycling this bottle, you’re making sure it doesn’t end up in the ocean, poisoning wildlife.

**FLINT:** What, seriously? Nuh-uh.

**SAM:** It’s true. Pollution has major consequences for our planet. Ok, let’s talk about that ½ a tuna sandwich you were about to put in the garbage...

**FLINT:** Organics?

**SAM:** Yup, in the Organics bin.

**LUNCH KID 1:** Organics is where you put all your extra food. Organics can be composted, so that when it decomposes it can make fertilizer. Don’t forget you can also put paper in here cause it’s made from trees!

**LUNCH KID 3:** Yeah! And we can put that in our school’s garden outside where we grow fresh produce, fruits and veggies and organy-regno, orgniano, orgenico--!

**SAM:** Organic Oregano.

**LUNCH KID 3:** Yeah—that.

**FLINT:** You grow food here? That’s kind of cool.

*(FLINT sets down his pack and starts writing something on his iPad.)*

**LUNCH KID 3:** Yup, and it’s soooooo much better for you than these Cheetos, here, these go in the trash.

**SAM:** No wait a sec...Ooo! That wrapper goes in the Terra-cycle bucket. Those can get money for the school, for the program!

*(SAM gets so excited that he accidentally knocks over two trays belonging to LUNCH KIDS 4&5 coming over to recycle, spilling the items everywhere. Prop foodstuffs only please.)*

Oh no! I’m so sorry you guys.

**LUNCH KID 4:** That’s OK, it’s just some funky cheese my mom put in my lunch, and left-over broccoli. It’s bad enough I have to eat broccoli at dinner! I mean, why can’t the Planet grow like, candy, or licorice or something?

**CINDY:** Actually, Planet Earth does grow licorice, it’s a root.

**LUNCH KID 4:** No way, really?

*(LUNCH KID 5 has started to shake and twitch since his tray was spilled and now he is fuming mad.)*

**LUNCH KID 1:** Hey what’s wrong with him?

**LUNCH KID 2:** Oh no, that’s Pete! Sorting his lunch in the recycling bins is his favorite part of the school day! He’s really mad!

**LUNCH KID 3:** Hit the deck he’s gonna blow!

*(They all get out of the way and LUNCH KID 5 explodes into a ninja like dance of recycle-sorting, with all of the spilled items picked up and sorted in seconds flat. Then he cools down like a terminator computer robot.)*

**LUNCH KID 5:** I – Like – To – Recycle.

**RAY:** I’ll say!

**LUNCH KID 4:** Man, my broccoli didn’t stand a chance!

*(FLINT sits at a table and takes notes on his iPad.)*

**MUSICAL # 3. Before You Trash It, Think About The Basket**

**ALL:**

BEFORE YOU TRASH IT, THINK ABOUT THE BASKET.  
IF YOU HAVE A QUESTION, YOU CAN ASK IT.  
JUST LIKE A TREE TRUNK THINKS TO GROW TO BRANCHES,  
AND THEN INTO A THOUSAND LEAFY STICKS,  
WE'VE GOT TO MAKE ONE THOUGHT INTO SEVERAL THOUGHTS.  
WE GOT TO BE SMART ABOUT OUR TRASH BIN PICKS!

SO, BEFORE YOU THROW IT, BE SURE YOU REALLY KNOW IT.  
IF YOU WANT TO SAVE THE PLANET, THIS IS HOW YOU SHOW IT.  
JUST LIKE YOUR STREET TURNS INTO OTHER STREETS  
AND THOSE STREETS LEAD TO MANY OTHER ROADS  
WE'VE GOT TO MAKE ONE WAY INTO MANY WAYS  
WE'VE GOT TO BE SMART ABOUT WHERE OUR TRASH GOES

BEFORE YOU HEAVE IT, CAREFUL WHERE YOU LEAVE IT,  
CAUSE IF YOU MAKE A MISTAKE, WE'LL MAKE YOU RETRIEVE...IT.  
JUST LIKE YOUR ARM TURNS INTO YOUR HAND,  
AND YOUR HAND TURNS INTO YOUR FINGERS,  
WE'VE GOT TO MAKE ONE THING INTO SEVERAL THINGS.  
WE'VE GOT TO BE SMART ABOUT WHERE OUR TRASH LINGERRRRRRRRRS.

*(LUNCH KID 3 sings "lingers" well past all the others.)*

SO, BEFORE YOU TRASH IT, THINK ABOUT THE BASKET,  
BEFORE YOU THROW IT, BE SURE YOU REALLY KNOW IT,  
BEFORE YOU HEAVE IT, CAREFUL WHERE YOU LEAVE IT,  
BEFORE YOU CHUCK IT, THINK ABOUT THE BUCKET,  
BEFORE YOU TRASH IT, THINK ABOUT THE BIN YOUR TRASH SHOULD GO IN.

*(CINDY joins FLINT, writing on his iPad, at his table.)*

**CINDY:** Flint! This is important!

**FLINT:** Oh, sorry, I was just—

**CINDY:** Don't you think this could be YOUR spark?

**FLINT:** Huh? Oh, well no, I dunno—that was cool I guess. I will 'think about the basket' before I toss my stuff next time... So, those guys give up their recess time to tell kids where to throw their lunch away?

**CINDY:** Well, not every recess time.

**FLINT:** So, I think I'm getting it. A Spark is like what you're good at?

**CINDY:** Well, yeah, but it's not enough just to be good at it, it has to be your most important favorite thing.

*(FLINT thinks for a second. CINDY continues.)*

Come on Flint, it's time for class. Here...

*(she forces the list in his hands)*

I'm taking you to leadership block after, so don't run off home.

**FLINT:** Leadership Block?

**CINDY:** I'll see you at 3, you'll see.

*(End scene. Transition Music.)*

**SCENE #4 -- After School --** *FLINT's head peaks out from stage left, the coast is clear, he makes a break for it, but halfway across, CINDY's class gets out, stage right. Comedic choreography ensues with FLINT ducking from human to human trying to get past unseen. CINDY spots him at the last kid, heading down the audience aisle.*

**CINDY:** Flint! Flint, are you ready?

**FLINT:** Look, I gotta go. My grades were pretty bad at my last school, and my parents will kill me if I fall behind again. I gotta go study.

*(FLINT starts to walk away.)*

**CINDY:** Do you like studying?

*(FLINT turns around.)*

**FLINT:** No, I hate it, it's boring, but...

**CINDY:** But what?

*(FLINT is speechless.)*

Do you know why homework is boring and you hate it?

**FLINT:** Cause it's homework, duh!

**CINDY** *(sing-songy)*. You wouldn't hate it if you knew what your Spark was.

**FLINT:** What?

**CINDY:** It's very simple really. If you have a Spark, you can connect that to why you should study in the first place. You just have to know WHY you want to be studying in the first place. This is exactly why you can't go study yet. What "sparks" you to study? That's the question. We have to answer it!

**FLINT:** Oh! Okay I got it! Now I know what my Spark is!

**CINDY:** You do? Great!

**FLINT:** Yeah, my Spark is making sure my parents don't kill me!

**CINDY** *(frustrated sigh)*. Come on, twenty minutes, that's all. Then you can go home.

*(CINDY returns FLINT to the stage where the Service Project is in full swing. Labeled boxes of needed items are halfway there. ANDI is in charge. RAY is at a table, helping, sort of.)*

**CINDY:** Hi, Andi. We've come to help out.

**ANDI.** You have? Wonderful! So many people are donating things for the shelter. We could use the help! Let's see, all this needs to go in these boxes here, or those ones, and then you just write what's in the boxes on the

top.

**FLINT:** Fantastic—more putting things in places. Where’s that one ninja recycling kid when you need him?

*(MINDY arrives in the distance. MINDY and CINDY glare at each other.)*

**RAY:** Hey look Cindy, look who’s here.

**CINDY:** There are a lot of people here.

*(CINDY tries to look as inconspicuous as ever. RAY laughs.)*

**FLINT:** Who’s coming?

**RAY:** Cindy’s nemesis, she’s like the most perfect person in the history of all perfect people.

*(MINDY comes over with several large handle-bags full of stuff.)*

**MINDY:** Hello, Cindy.

**CINDY:** Hello...Mindy.

*(VOLUNTEERS start to unpack her stuff.)*

**MINDY:** So, Cindy, I simply must know, how many pages are you in—to the Read-A-Thon that is?

*(The reading challenge may be tailored to a producing school’s own reading challenge’s name.)*

**CINDY:** How many are you?

**MINDY:** Hmm...On three?

**CINDY:** Okay, on three.

**BOTH:** 1, 2, 3 – 3,932/3,198!

*(CINDY’s was the lower number.)*

**CINDY:** What! That’s almost 4,000 pages!

**MINDY:** Oh, is it?

**ANDI:** Wow Mindy! Look at all this stuff! Formula...shampoo...baby wipes...toothpaste...lotion...this is like half the stuff on the items-requested slip!

**MINDY:** Well, not half the items.

**CINDY:** 4,000 pages! All “level four” books?

**MINDY:** Well, not all level four, some were level five or six.

**CINDY:** Six! Oh, I’ll never catch up!

**MINDY:** Hmm... how about a game of Lit-Quotes? If you guess all three, I’ll stop reading for a whole day, so you can catch up.

**CINDY:** You will? Really? You’re on.

**ANDI:** Man, this is so much stuff! Wait a second Mindy, did you do what I think you did, like last year?

**MINDY:** *(Thinks a moment).* “It is a far, far better thing that I do, than I have ever done.”

**CINDY:** Oh please, Tale of Two Cities, Charles Dickens.

**ANDI:** Mindy, you spent all your birthday money on the service project again, didn’t you?

**MINDY:** Hmm...“No one has ever become poor by giving.”

**CINDY:** Oh! I know that’s...um—Diary of Anne Frank!

**MINDY:** Yes! Anne Frank! I love her don’t you?

**CINDY:** Of course I do! You do too? Eeee!

**MINDY:** Eeee!

*(The rivals are girlish together for a few moments, but then they remember their rivalry, and recompose themselves.)*

**ANDI:** Excuse me for a minute you two, but what are these ones, wrapped in tissue?

**MINDY:** Fine Art Soap sculptures.

**ANDI:** Fine Art Soaps?

**MINDY:** Yes, I carved them myself, I thought it would be nice to add a personalized touch.

**ANDI:** You made these yourself? Huh—fine art soaps.

**RAY:** (*Scrolling down his smart phone.*) Ooo! How about, ‘wine heart slopes’, nah...shine cart, ‘shiny cart-ropes’

(*CINDY gives him the eye*)

...what? I’m rhyme sparking!

**CINDY:** How many times do I have to tell you, you have to do something with the rhymes, like a poem or something!

**RAY:** Fine I’ll do a poem!

(*RAY starts to write a poem.*)

**ANDI:** (*Examining the soaps.*) Man, these designs are so cool! How did you even make these?

**MINDY:** Well, you see Andi,

(*gives CINDY a look*)

“The sculpture was always in the block of soap, I just removed what was not the sculpture.”

**CINDY:** Oh!

(*snaps fingers a bunch*)

Um—um—um...

**ANDI:** Man, I just can’t get over how cool this soap sculpture is! It’s perfect.

**RAY:** Give up Cindy?

**CINDY:** Hang on! “Removed what was not the sculpture”, um... nuts, I give up, you win. What is it?

**MINDY:** It was the Michelangelo quote from the Sparks Book.

**CINDY:** The Sparks Book! Of course! How could I miss that!

**MINDY:** Well, ta-ta everyone.

(*MINDY leaves.*)

**RAY:** Man,

(*ribbing CINDY, who ignores him*)

she’s so... perfect!

**CINDY:** She’s right though... Oh! But Mindy does make a good point, the way Michelangelo sculpts the sculpture! Flint! It’s the way to find your Spark!

**FLINT:** Cindy, believe me: Art is not my Spark. I can’t even draw a smiley face.

**CINDY:** No, it’s a metaphor, or perhaps a ‘sim-aisle!’ It’s what we’re doing Flint, what we’re doing right now.

Don’t you see—just like Sculptors remove the bits of rock, or soap, that aren’t the sculpture, we’re removing the things that aren’t your Spark! The more we find out what’s NOT your spark, the closer we are to finding out what is!

(*DONATING KID 1 comes in with a loud, turned on Hair-Dryer.*)

**DONATING KID 1:** Here ya go!

**ANDI:** Is that a Hair Dryer?

**DONATING KID 1:** What?

**ANDI:** Is that a Hair Dryer?

**DONATING KID 1:** No, it's a Hair Dryer, see?

*(ANDI is getting air in the face.)*

**ANDI:** No, I don't see, stop pointing it at me.

**DONATING KID 1:** Oh sorry!

*(DONATING KID 1 spins around and points it at the table, some papers go flying, including RAY's.)*

**RAY:** Hey, that's my poem!

*(ANDI swoops in and turns it off.)*

**ANDI:** How about we sort this in... Hair-Care products! Thank you very mu—AHH!

*(An alarm clock has just gone off behind ANDI, that DONATING KID 1 is donating.)*

**DONATING KID 1:** Alarm clock, see, it's on the donations slip.

**ANDI:** Yes I see that. Thank you.

*(DONATING KID 2 enters with a large cart or wagon with a blanket over it.)*

**DONATING KID 2:** I'd like to donate all this.

**ANDI:** Wow, excellent! What all have you got here?

**DONATING KID 2:** Oh, just this and that.

*(The cart stirs.)*

**ANDI:** Hmm, "this and that" seem to be moving.

**DONATING KID 2:** Look, I've got other things to do today. Do you want it or not?

*(3 CART KIDS peak out from under the blanket.)*

**CART KID 1:** I don't want to be donated.

**DONATING KID 2:** What? Sure ya do!

**CART KID 2:** I don't want to be donated either!

**DONATING KID 2:** Quiet you! This is for charity!

**CART KIDS.** Awww/Man/Gee whiz!

**ANDI:** Hey, are those your younger siblings *(Or brothers/sisters)?*

**CART KID 3:** Not me, I'm a second cousin once removed!

**DONATING KID 2:** I'll remove you alright. Don't you know some people don't even have younger brothers/sisters/cousins. I'm just trying to be charitable!

**ANDI:** I'm sorry, but we're not taking children right now. Thanks anyway though, for being so thoughtful.

**DONATING KID 2:** Come on you three. Here Andi, at least you can have these blankets.

*(Gives the blankets the kids were under.)*

**ANDI:** Thank you.

12 MORE PAGES TO THE END OF THE SCRIPT